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Using Facebook to enhance student engagement in undergraduate sociology classes at Bangladeshi colleges

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ABSTRACT

This paper attempts to explore and improve the success of Facebook technology in undergraduate Sociology classes to enhance students' engagement. Teaching Sociology in Bangladeshi colleges faces several challenges particularly in using Facebook which has been critically presented in this paper where student engagement has been defined from different aspects i.e. systematically and conceptually. It is found that Facebook is effectively used in various settings for strengthening academic achievements but is not used equally in developing countries like Bangladesh. Nevertheless, the scope of applying ICT technology like Facebook is widening as the use of devices becomes popular gradually. But for achieving the target a suitable plan and sincere efforts is essential which may ensure quality education and the output will be a valuable outcome in the ICT based globalised world.

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Introduction

In the globalized sphere ICT has become a very significant factor in the field of communication and education. Government of Bangladesh tries its best to introduce and utilize its full potentiality to enhance academic performance of the student (National Education Policy, 2010). From the very beginning of 21st Century, ICT has made a rapid development in various aspects of everyday life all over the world and Bangladesh is not exceptional one. Especially, it has brought a revolutionary adjustment in the area of teaching knowledge as the total mechanism of traditional and educational tools, techniques, materials, and even the learning behaviour has been significantly influenced by the ICT, social networking sites and social media specially Facebook become fastest Social Network Sites (SNSs) in the academic field (Ahmed, Hossain and Haque, 2012; Rahman, 2014).

Subsequently, in the current age of technology, different technological resources have been widely used in classroom to enhance classroom learning. In the age of modern communication Facebook is among the most popular social communication medias to the adult and adolescence worldwide (Demir, 2018). It is being used as an alternative to the phone, for communicating with friends, to find old friends, share and create notes on upcoming events by the Bangladeshi people (Shohel and Power, 2010). Accordingly, now a days the Facebook Group is essential to record their observations of sociological concepts and different kinds of sociological theories in practice (Dougherty and Andercheck, 2014). Educational institutes can take opportunity to use Facebook in the process of teaching learning. Now-a-days all the students get lesson within the classroom though almost all students use Facebook.

From the above scenario, it is clear that there is wide scope of providing opportunity to conduct the class offline and online. By using Facebook, the class will be more interactive. Therefore, this paper aims in exploring the usefulness of Facebook in Sociology classes by enhancing the learning in the context of Bangladesh. In this study I have tried to explore the issue of engaging students through

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the use of Facebook on the basis of my personal experience at my won classes at my college and my critical reflexion based on existing literatures and own experience.

There are several reasons behind choosing to explore this topic. Facebook is chosen especially because of its popularity among young people. That is why I have chosen Facebook to improve learner engagement in undergraduate level Sociology classes at my college. This ICT software tool may be helpful to undergraduate sociology students which enable them to acquire knowledge with their peers and make their own activities like task, collective work (Dougherty and Andercheck, 2014). I thought it is not possible to keep students away from technology in the present time. Rather, it is chosen because of the possibility to make students interested in the academic learning even outside the classroom.

The concerned authority and different expert bodies are continuously suggesting to introduce technology in education since the development of ICT (Monem and Baniamin, 2010; Mouri and Ali Arshad, 2016). Consequently, it has also been partially applied at my college along with many other higher educational institutions in Bangladesh.

My college was established in 1873. There are twenty four (24) departments imparting higher education where around thirty thousand students study. Sociology is one of the largest departments of this college. This is a famous institution where teaching environment is definitely better than other colleges of Bangladesh (Zerin, Kumar and Rahman, 2020). However, students' engagement for academic development is not being increased through Facebook or any other ICT tool. Hopefully, the technological support and strength will be better gradually in near future. Still the current condition of my college is not satisfactory in comparison to the global perspective to ensure use of Facebook in academic upgradation.

As it is mentioned earlier, Sociology is one of the largest and most popular departments of my College. In this department 11 teachers are working all of whom are skilled in operating ICT for both communicating and sharing academic contents among around four thousand students. This department also arranges co-curricular and extracurricular activities to develop different social and soft skills among students. Usually teachers of Sociology are conducting the sessions in the traditional method though recently multimedia has been introduced and gradually becoming popular among both the teachers and students. Very few teachers of this department are using Facebook or messenger group in order to ensure feedback and communicate with the students outside the classroom. Nonetheless, the overall condition is not satisfactory for ensuring effective class and upholding quality education in undergraduate level in terms of using Facebook as a way of academic communication to facilitate the teachers of Sociology department.

Theoretical and Conceptual Background

Student engagement

The academic achievement of student and institution depends on the sweat of time and effective collaboration between academic resources that require students to engage (Trowler, 2010). It is noted that Astin (1984) proposed his theory of development of "students' involvement" later named "engagement" by him which is defined as "The amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1984; cited in Junco, 2012: P.297). His theory of student engagement was based on five principles: Engagement means to invest both psychological and physical energy; Engagement takes place according to a continuum; Engagement has features that can be qualitative or quantitative; the quantity and quality of student engagement is directly related to the amount and the enhancement of the learning of the students through a particular program; and, the capability of the pupils to enhance their engagement is directly related to the efficiency of an educational practice. Mbodila, Ndebele, and Muhandji, (2014) cites in Ivala, Gachago, Condy, & Chigona, (2013), made the concept of student engagement more clear with their claim that, students' engagement is the amount of physical and mental energy devoted to activities of educational purpose.

Coates (2007) goes further with the identification of four types of student involvement i.e., Intense, Independent, Collaborative, and Passive engagement. Furthermore, student engagement is also defined as a powerful slogan in higher education, growing research, theory and the critical role it plays in learning and achieving the theory (Kahu, 2013). Kuh (2009) identified a new aspect of student engagement pointing out that, the students work gloriously with the desired results of the college by presenting their efforts and time, and that the organization is dedicated to what it does to motivate students to participate in these activities.

According to the views and definition of the scholars, it can be said that there are different types of student engagement containing different principles which is also very important and essential for up gradation of students' learning and reputation of the corresponding institution.

Using Social Media in teaching

The application of social networking sites are gradually becoming popular in the field of teaching (Ahmed, Ahmad, Ahmad, & Zakaria, 2019). The academicians and the software engineers acknowledged a good number of alternative use of communication technology for different online courses where the researchers like Cao, Ajjan and Hong (2013), found that online media is becoming a popular and effective way of strengthening student engagement and enhancing quality education. In this regard, Moran, Seaman and Tinti-Kane (2011) explained in their paper that near about seventy percent tutors used social media in the lesson and on the other hand thirty percent generally posted various contents for their students. Similar results has been found by Alabdulkareem, (2015) where he noted that, social media is being used worldwide as an effective tool of teaching in the form of podcasts video audio etcetera.

These type of contents are being shared among the learners as an effective method of communication and collaboration within the academic stakeholders (Peruta and Shields , 2017; Kumar, and Nanda, 2018). Tess (2013) partially disagreed with other researchers through his review article where he argues that most of the literatures on the use of social media in the higher education were restricted by several factors viz. biased; inaccurate definition of social media; studies on estimation. Almost all the scholars (except Tess) agreed about the worldwide importance of social medias like- Facebook, twitter etcetera which are frequently used for ensuring standard education in almost all famous universities and higher educational institutions all over the world. Unlike others, Graham (2014) identified the effective use of social media in the sector of informal learning besides the traditional formal learning. Again, V. Rasiah, (2014) claimed further usage of Facebook as it can be used as a centre of knowledge, information and academic platform where students get the opportunity to consolidate their ideas.

In the contemporary world researchers found that Facebook, Twitter, Myspace, Flickr, You Tube etcetera are frequently used as tools of communication and means of learning as well (Mahmuda, 2016; Woodley, and Meredith 2012). Social medias have remained to be used as means of effective communication for persons in a single platform where they can easily and effectively share their ideas and knowledge in the form of discussion, communication, collaboration and even caring each other (Tinti-Kane, 2011).

From the above literatures, both similarity and contrast scenario are been observed where most of the authors agreed on the use of ICT and Facebook in education. A significant number of faculty members have adopted the applications and got benefits of applying social media in classroom teaching though it is not widely practicing in Bangladesh whereas it is being popularly applied in industrially developed societies.

Using Facebook to improve student engagement

Dehinbo (2016) identified social media in teaching with its wonderful power of communicating and engaging the learners. On the other hand, Junco (2012) found Facebook as a tool for creating favourable and interesting platform for the students providing them with the scope of engaging themselves for their success. Similarly, Lam Louis (2012), found that using Facebook has increased active connectivity among the teachers and students which has ultimately enhance learning of the student in Hong Kong University. In addition, along with administrative direction on Facebook is engaging students in academic materials like video clips and related websites and enhancing communication for distance learners and discussion either as the wall or boards (Tina, 2010). In a Facebook group students get an opportunity to become learning partners of their teacher easily and they engage themselves for achieving quality lesson (Cunha, van Kruistum and van Oers, 2016; Dyson, Vickers, Turtle, Cowan, & Tassone, 2015).. Now a days many students particularly from tertiary level educational institutions look for quality lesson from an appropriate social networking sites where they are motivated and accrued pedagogical and curriculum related materials and many discourse knowledge easily form their superior, instructor and many renowned teachers, scholars, and advanced students share their course and discourse knowledge and ideas on their Facebook wall for their groups, friends and even the public (Menzie's, Petrie and Zarb, 2017). Cheng, Chan, Kong, & Leung (2016) further claimed that, Facebook enhances student learning through interaction with their teachers, seniors and peers. In the support of this claim Staines and Lauchs (2013) found that, in Queensland University of Technology in Brisbane, Australia Web 2.0 technologies is getting support increasingly from students in tertiary education course where student engage themselves of a Facebook page. Nevertheless, Wang, Woo, Quek, Yang, and Liu, (2012) study showed in Singapore's Institute for Teaching that although students were largely satisfied with the use of Facebook, they did not really want to share personal lives with their peers for some of the constraints, practices, and limitations of use. It has shifted traditional communication means into a new area where communication and comfort become very easy but it has some limitations as it is threatening for privacy of the users (Chugh and Ruhi, 2018). Demir (2018) also found the use of Facebook as a helpful educational instrument and have seen a significant benefit by practicing Facebook in his study of university in Turkey.

In most of the existing literatures, the multifaceted positive impact of using Facebook for students' engagement has been observed clearly. After reviewing these literatures, I have realized that my college should also introduce Facebook as a teaching tool. Consequently in my college, this tool may bring a positive change in case of students' engagement and enhancement their learning significantly.

How to use Facebook in the classroom

For effective dissemination of contents and making students interested in it Facebook can also be strategically used in the classroom. However, a strategy is essential for its successful implementation (Kosinski, Matz, Gosling, Popov, & Stillwell, 2015). Ezell, (2016) and Menzie's et al. (2017) found in their qualitative study that Facebook is used as a useful tool to enhance collaborative learning besides classroom learning but they analysed the issue only from the student's perspective and thus failed to get a holistic view from different perspective whereas their invitation for further research must be appreciated. On the other hand In his study Erdem and Kibar (2014) took forty undergraduate students of the fourth semester in a research program where students' view on the use and practice of Blended learning were studied, and found that most of the students under this study were more satisfied and gave positive feedback on blended learning. Facebook can be a powerful tool for implementing blended learning as a teaching strategy in higher education. Facebook has also been used in the classroom as a social network site and from the resource finding it has been found out that it is a powerful way of connecting student and it can also be used in classroom for directing student toward academic contents in a purposeful manner (Jenny, 2013). Munoz & Towner (2009) identified Profile Page; creating a group page; sharing Web course activities; and, Integration of Facebook applications as useful methods that can be followed to use Facebook in the classroom as a

teaching tool. Moreover, Pimoubol & Sriwattanarothai, 2016 also found that conducting Live Class or Posting Recording Classes on Facebook wall for blended learning, Facebook can also be used in higher education as a teaching tool. For consolidating classroom knowledge and experience, student can easily engage in Facebook from the research findings it is observed that there is a mixed impact (positive and negative) of using Facebook among the student.

Regarding positive impacts it enhances constructive behaviour among the student. On the other hand some negative impact like wasting time, aimless study, affect their academic purpose, the students' use of Facebook it is not important, how they are important in Facebook connections and what content they use is even more significant (Lampe, Wohn, Vitak, Ellison, & Wash, 2011). After analysing the status and trends of Facebook use the researcher Dougherty and Andercheck (2014) has given some recommendation tips for using group to strengthening Sociology class with Facebook viz. i) encourage student's entering the group first ii) Associated to class content and maintaining regularly otherwise the group will become irrelevant, iii) Tutor will manage the group, iv) but students want to drive Facebook on their own posts, and v) To share their comments for next semester. In this way teacher and student and stakeholders get an opportunity to add own content.

By creating Facebook within the class, the idea and practice can be easily regenerated among the previous and subsequent participants. In this regard ethical policies should be strongly maintained for getting maximum benefit and maintaining smooth practice emulate (Parry, & Young, 2010).

From the above literature review, the application strategy and importance of using Facebook in the classroom is clearly understood but it is not hazardless blessing as some negative consequences of using Facebook has also been found in some research work whatever the impact of using Facebook in classroom. Utmost of the research has stayed accompanied in the perspective of industrially developed Societies and only a few of the research works has been conducted on higher education of the developing countries of south Asia. None of the researches has been found on the Sociology department of the government colleges of Bangladesh.

Critical Reflections

Current Practice at Classroom in my College

From the findings from existing literatures, it can be said that to maintain the quality of higher education, it is needed to implement modern technology and the expand Facebook in order to enhance student engagement. This section of the paper includes a critical reflection of current practice at my undergraduate classes.

Current practice in my class

My college ranked first among the affiliated colleges of the National University and the number of students here is very high (Zerin et al., 2020). About 200 plus students are admitted to each class in the Department of Sociology. Though the other years, student attendance rate is slightly lower, but in the honours first year and non-major class (Sociology class with other departments) most of the students are present all time. Due to the lack of space in my classroom, the students sometimes take their class standing. As a result, it is mostly impossible for me to take the class in any way other than lecture and demonstration method through multimedia. In this situation it is very difficult for the teacher to have close contact with the students. Though there are many questions of the students in the class, yet they cannot ask the teacher. In many cases, the students return home with an incomplete lesson. It is not possible to evaluate the students in the class because of the large number of students. Generally, I provide chapter based assignments and home-works to assess students. There is a course-based test for 20 marks in the National University named in-course test, which seems to me a good example of formative assessment but it has not been implemented properly. It would be more fruitful if the course was taken by the course teacher, based on the progress of the course but the college administration arranges it with a festive mode, and the students are given 70% to 80% marks almost without evaluation. In many cases, the students go astray by getting this huge number. For the rest of the 80 marks students have to rely on the annual examination for evaluation.

In case of reasonable student in honour's 2nd, 3rd, 4th year classes, it is possible to take classes as per the Lesson plan. I started classes by declaring lessons at the end of roll call and lecture about the topic, as the part of participatory classes I encourage students to ask questions without any hesitation if they do not understand anything. Sometimes advanced students have the opportunity to explain the lessons to others, and eventually provide homework. In the next class, I take feedback from the previous lesson. Sometimes giving different topics I divide into different group to my students and ask them to present the presentations on the next date. Students sometimes make presentations on PowerPoint, sometimes on poster paper. At the end of the chapter, I ask them short questions; quiz questions; oral questions; and multiple-choice questions on the board. Again, I like to arrange debate for the students in some points of their lesson which is worth deliberating. As I teach "Gender, Society and Development" Course in the 4th year, by divided the students into two groups, I set the motion of the debate as they enter into the content nicely, arguing with great enthusiasm. I reward those who perform well. The students do not dislike my lecture method class, but the multimedia display method classes enjoy very much. The use of any electronic media in the classroom inspires students. Students say they like the demonstration method class more than lecture method. When students' attendance is few in class, I can go to close attachment with them to hear their questions and solve them, so that their learning is complete.

In these circumstances, students also do well in class examinations and in-course examinations. Any good comments from the students satisfy me and encourage me to work harder. Besides, some of the students sitting behind the big classes are unresponsive and their inability to attend classes makes me tired.

As well as conducting thematic workshops for students at the end of all chapters. We officially celebrate the presentation day, where the principal, the vice principal, the teacher's council secretary, the department heads of other departments, teachers of my department remain present. In order to ensure student attendance and to facilitate the program, the department provided the digital alert on the student's mobile as well as notice through various means. Not only that, an attendance sheet is also provided on the day of presentation, comments are written in the box besides the name of those who are absent. In the 1st phase of the presentations, I give a greeting speech as a host and after the closing speech of the honoured guests, teachers and head of the department, the second phase started, the students present their presentations serially through PowerPoint. At the end of the presentation there is a question-and-answer episode, if someone fails to answer other group members try to provide a solution. The entire session is wonderful, and enthusiastic. By marking, the best groups are selected and the winners are declared rewarded with special gift.

I recently created a Facebook group for Honour's 2nd year students and there I post various topics related to the class, the students also share comments and information, so I am able to understand the needs of the students, so that the students can easily tell me their problems. I too can easily solve their problems immediately. I notice the group; I see the poster paper made by the students and tell them what to do next but the problem is that since there is no direct meeting, they cannot be forced to do anything. Many students are reluctant to do so, many are not connected again. Also, modern teaching aids are lacking in the classroom.

Institutional limitation

However, in under developed society like Bangladesh there are remarkable institutional limitations (World Bank 2014). In fact, large numbers of students of my college live in remote areas in village. There is no sound internet connection in the villages. As a result, it is very challenging to get the opportunity to interact with this position contact through social media like Facebook. But we are hopeful that the Government of Bangladesh is trying to make internet network accessible all over the country. Social networking sites (SNSs), especially Facebook, are rich sources for campuses and across the country and affect various aspects of students for strengthening their learning within and outside (Mendez, Le and Cruz, 2014). Insufficient Internet access in the college campus, even in the office room and low frequency of internet classes are also hampered. Not only those, colleges fail to supply available devices but also college has no power supply capacity, lab facility, no independent internet connection, limited classroom and ICT lab facilities etc. Considering the necessity and importance of this tool mitigating the above shortcoming is very essential and I am strongly advocating using Facebook for ensuring teachers and students of engagement particularly for Sociology department.

Evaluation of current practice

In the ever-changing world, the definitions, patterns and methods of teaching are constantly changing. Instead of the previous lecture-based teaching method, the emphasis is given on the practical based teaching, but we cannot get out of that traditional method. It is impossible to teach so many students practically applying modern theories (Behaviourism, Constructivism, Blooms Taxonomy etc.) with such a small number of teachers (Zerin et al., 2020). According to Saad, Jaffar 12, Abdullah, Hassan, & Kasolang, (2014), that we learn by reading 10%, learn by listening 20%, learn by watching pictures, 30% learn by watching and listening 50%, learn by telling and participating 70%, and learn by doing real work 90% of somewhat. Among the aforesaid process education is sustainable. In order to provide participatory realistic education for all students in Bangladesh, it is necessary to reduce the number of students in the class by establishing a large number of educational institutions; otherwise it is quite impossible to ensure quality education for the students. Although, the government has good intentions in this regard, but it may not be possible for economic reasons.

Poor academic performance of the student

Moreover, the author Shih (2011) stated that, Problems of language efficiency in English and Poor performance on ICT create another major issue. Most of the students who study in colleges under National University is academically very poor. They have nominal knowledge and skill in English and ICT (Nagashima, Rahman, Josh, Rashed, Dhar, Nomura, & Mukherjee, 2014). Even they have no adequate knowledge on their respective discipline and have no thinking capacity at all. Moreover, they are not motivated to look for their academic knowledge rather they remain satisfy a nominal idea from so called book available in the market.

Socio-cultural limitation

My college is one of the affiliated honours colleges under national university. Most of the students of my college come from casement areas and are the children of low-income families. Generally, they study at their nearest college and a significant number of students is involved in some income generating activities along with their study with their family and outside the family for mitigate their financial crisis. Subsequently, they are not regular in their class and even they do not attend various internal tests in the department. They do not stay in class for significant periods of the academic year due to stay in village and engage in income generating activities. They try to maintain contact with the college in various ways, but that is not always possible or even if they maintain contact with the college office, they are not in touch with the teachers and cannot afford campus facilities. But due to indifference of the stakeholders and some socio-cultural limitations my college fail to use Facebook for engage them even where there is a wide scope

and necessity of using it. In this way, those who are present in the class and those who are not in the class can simultaneously be involved in all aspects of the class including class lectures, assignments and other academic purposes.

Unconsciousness of stakeholders

In my college, the indifference and unconsciousness of the stakeholders is a major obstacle in teaching Sociology using social media. It is noted that most guardians of my students are not educated and even they have no idea about the importance of ICT (Facebook) rather they think that Facebook and smart phone is a hazard for their children's learning as most of the students use these devices only for communication and some non-academic purposes. However, It has been proved that 70% respondents agree that Facebook has made their lesson learned and increased their knowledge in order to enhance their learning outcome (McGuckin and Mareesealey, 2013). For example, web 2.0 technology is considered as an important site for innovative learning through Facebook, the student can get feedback from their peer and they can easily interact about various social content as a study conducted by Shih have found Facebook as a popular and effective means of learning social content and context (Shih,2011). In a poor evaluation system, the presence of class has no role in the final outcome. This kind of management does not encourage students to attend classes and the absence of classes in consequential grade is unsatisfactory. In the large class, teachers have to face a variety of problems and many of quarries of the students remain unmet up the first and main challenges is the inequitable student-teacher ratio so that the teacher has to take a lot of workload into the classroom and out of the classroom. This extra workload usually go on the shoulder of teacher (Zerin et al., 2020). In addition to the above limitation, lack of available allocation, lack of coordination between different agencies and Government organization etcetera are also seriously affecting our education quality and introduction of ICT for strengthening knowledge and skill of own studies as they can ensure effective use of Facebook in learning Sociology (Suoranta, 2008; Karim,2014).

In this way students become more aware and this knowledge become helpful to build their career in their practical life. In this regard the researchers advised all to remain connected to the Facebook walls for their betterment (Lampe et al., 2011) as the student may be benefited in the following way

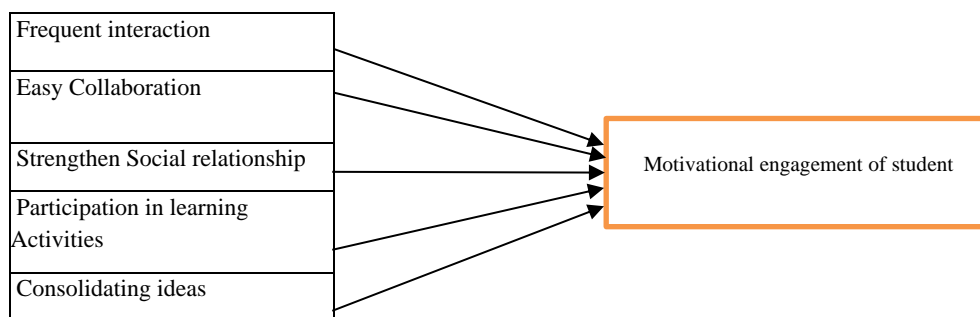


Figure 1: In the means of Facebook interaction and Motivation of academic learning (Lam Louis, 2012).

The above figure shows the benefit but it did not explain how the benefit will be transmitted among the students however the detail explanation of the figure has been given in the paper of Lam Louis (2012).

From the above discussion, it is clear that Facebook in classroom for teaching sociology in my college would be an absolute blessing which will increase student engagement and their performance will significantly develop that is why it is strongly recommended. From the literatures and the opinion of the student it is clear that using ICT particularly Facebook may be more useful and comfortable to my students, as they get an opportunity to engage themselves outside the classroom.

My action plans

Institutional strategies for enhancing student's engagement through the use of Facebook

Based on current practice and expert opinion of scholars, it is clear that Facebook has a multifaceted application to integrate and share different contents, ideas and information with students to collaborate, motivate and communicate with their respective teachers and peers to enhance their education very effectively (Roblyer, McDaniel, Webb, Herman, & Witty,2010; Wichadee, 2013). The Government of Bangladesh and the college authorities are sincere in ensuring quality education through the use of various technologies for the qualitative development of education (Shohel and Kirkwood, 2012; Bristy, 2014). In the current context of my college, it is still far from practice and implementation. That is why, this study emphasizes blended learning using Facebook because it is very effective and may be most appropriate in my college where the number of students is very large and due to their socio-economic constraints they fail to attend regular classes and with their teachers and colleagues (Zerin et al., 2020).

Blended learning

Blended learning is a now an innovative teaching learning strategy which can easily be used for distance learners and gradually it become a strong means of distance learning (Tina, 2010; Oladimeji and Bolaji, 2018). Recent studies show that Facebook is very powerful way of blended learning as per the findings of a study of 2010 that had been conducted in Open University Malaysia. In

this contemporary world of ICT, Blended Learning which connects direct and online exchange of idea and experience through technology into the academic curriculum is gradually widespread in tertiary level. For example, study has been conducted on two universities of Hong Kong to find out the advantages and disadvantages of blended learning where blended learning has been found with wide scope of strengthening their knowledge skill and idea in a very smooth way (Cheng et al., 2016; Al-Samarraie and Saeed, 2018). So, the practice of blended learning is being a popular means of modern 21st Century learners (Capone, De Caterina and Mazza, 2017). Thus, I would like to make the following implementation plan introducing blended learning programme among the student of my class.

Process of using Facebook in the Classroom

According to literature the researcher Munoz and Towner (2009) provides the following list of an overview of various ways to integrate Facebook into a course, through the level of profile. In this regard the following four steps would be the process or implementation i.e.

- 1) Creating the profile page: I will create a profile page by using the page will contact students through Facebook, email, IM, or post on the wall and also, will include videos, images and websites related to the class on the profile page to post their relevant educational content.
- 2) Forming a group page for each class: I will create a separate page to contact them and post / discuss relevant class information. As a result, they will always be Engage with their learning.
- 3) Sharing web course activities on Facebook: I will also link the discussion of traditional web course boards to Facebook discussion boards to post their profile as they can download them and prepare for the class.
- 4) Live classes through Facebook: I will conduct live classes from a professional profile or in a group like this will allow remote students to join the class immediately and attend the class again if needed. As a result, absent student will get the opportunity to attend the online classes.

Students who respond best to these online activities will receive rewards from my own and college authorities for encouraging as positive reinforcement to ensure the quality of education in my classroom. And it is believed, that this educational use of Facebook will create opportunities for students in my college undergraduate sociology classes to connect with global practice and play a helpful role in increasing student engagement with the subject and class.

Lesson outline

A Facebook group will be created for honours 1st year students. After creating a Facebook group, the following procedure will be followed:

Table 1: Procedure for lesson outline

Serial number	Lesson Topic	Culture
01	Lesson	Different aspects of Culture
02	Tools	Facebook
03	Functional phases	
	1 st phases	To face to Face interactive classes 90x90=180 minutes
	2 nd phase	Sharing text, video and pictures on culture through Facebook page
	3 rd phase	Response or explain or clarify the groups of the learners through comments on Facebook post
	4 th phase	A problem will be thrown in the Facebook wall and asked them to solve the problem
	5 th phase	Their answer will be evaluating as a part of their in-course test

Source: Self Compilation

Implementation Plan

For implementing my action plan active participation and involvement of my student is essential. It will be implemented in order to potential use of ICT for strengthening student engagement and ensure quality education as it is reflected in industrially developed societies' practices and culture (Jenny,2013). The following strategic plan should be introduced:

Table 2: Implementation Plan

Strategy plan	Duration	Implementation Strategy	Objective	Process	Output	Outcome
Within academic session (2019-2020)	Within a year	Creation Facebook group involved all 1 st year students	To teach and explore the creativity of the learners in a blended learning process by using Facebook.	Course tutor will be admin and she will deal the whole activities. a) After conducting Two face to face interactive classes she will through on text, on video clip and some pictures on culture. b) It will be interactive too and the tutor will response to the student's queries within two weeks. c) Tutor will throw a problem on Facebook group to solve within two weeks. d) After submission the tutor will give her remark online for correction, modification and improvement within a week. e) Finally, their answer scripts will be evaluated as a part of in course text. It is noted that all activities will be done by using Facebook tools	To be confident expert and creative in different aspect of culture through student engagement within and outside classroom where connection, collaboration and caring will be increased.	Able to understand the cultural phenomena

Source: Self Compilation

Anticipated Challenges & Possible Solutions

Anticipated Challenges

There are several challenges for using the Facebook technology in a complete shape to enhance student engagement in undergraduate sociology classes as well as my college and other colleges in Bangladesh. Though there is a scope, opportunity and benefits of using Facebook for strengthening quality education particularly in case of blended learning of Sociology teaching in my college. These are challenging aspects which should be addressed sincerely:

- Lack of policy planning goal coordination among the stakeholders.
- Ethical issues
- Infrastructural limitation is also a big challenge being a resource constrain
- Stakeholders are not interested.
- Risk of privacy

However, learning through Facebook is a blessing of ICT to enhance leading particularly learning Sociology. Thus, the following effective means should be taken to combat the above challenges.

Possible solutions

In this stage, the door of using Facebook for learning Sociology in my College is gradually becoming larger. But due to some limitation as it mentions in above paragraph those challenging aspect should be addressed properly for this sustainability of ICT in education. After studying the whole situation regarding using Facebook to enhance student engagement in sociology classes' possible solution can be as follows:

- The college authority may set up a committee for strengthening student engagement through Facebook
- Master plan should be taken as they can handle the matter effectively.
- For institutional development huge investment and action plan should be implemented.
- Efforts and the logistic supports should be increased in the classroom
- Teacher should be trained up about the use of technology
- Poor students should be given financial assistance or loan facilities as they can avail electronic devices

This will help the teachers to cope up with the main situation and give the best service in even an opposed situation and finally a pedagogical sound learning activities about subject knowledge with Facebook should be address scientifically.

Conclusions

Only good idea and effort is not enough for ensuring student engagement and skill are also equality important for making successful practice. For this purpose, along with Government College administration, class instructor and the learners should have clear and comprehensive knowledge of operating ICT effectively. In this regard, emphasis should be given and healthy practice and habit of the student as they control their emotion of using Facebook in using it only for purposeless content as they can comprehensive their knowledge for fulfilling the academic motto which may ensure quality learning.

At present most of the students of sociology of my college use Facebook and they waste their valuable time like just playing game, communicating with friends, sharing photo, making chilly comments but this culture is not healthy and effective to ensure their academic knowledge. In this regard learners should be motivated to create Facebook group which will make them habituated of using this for reading, writing and sharing academic content. Instead of present malpractices, in this way the total Facebook Culture should be changed which make them scholar and creative as most of the developed societies' student practicing (Manca and Ranieri, 2016; Stirling, 2016). Moreover, from recent study Davidovitch and Belichenko (2018), it is clearly found and most of the scholars agreed that Facebook is a great blessing for making the learners creative and productive but it has also a dark side which should be addressed strictly particularly in case of my college students. These hazards are more common as they have nominal sense of privacy and public nuisance. In this regard, class instructor and college authority should take suitable measures as they can be aware about the ICT law and sense of privacy and public nuisance can be developed for their own safety and security. To enhance students' engagement and demonstration the popularity of Facebook in the context of Bangladesh in higher education it is really challenging matter to be established. Teaching Sociology through using Facebook depends on some essential abilities like skill, technology related knowledge, ability, knowledge sharing capability, professionalism, positive attitude, and ICT training.

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